



OLTC20002 *Assessment for Learning*

Term 2 - 2019

Profile information current as at 14/05/2024 05:01 am

All details in this unit profile for OLTC20002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit will enhance your understanding of current assessment practices drawing on relevant policies and theories. You will consider the crucial role that assessment has on student learning and student engagement. You will reflect upon your own assessment practices and evaluate their efficiency and effectiveness based on scholarly review. You will examine the suitability of a range of assessment strategies across a variety of learning environments.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisite: OLTC20003 Nature of Learning and Teaching or OLTC20005 Adult Learning in Practice

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2019

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: Pass/Fail

2. **Written Assessment**

Weighting: Pass/Fail

Assessment Grading

This is a pass/fail (non-graded) unit. To pass the unit, you must pass all of the individual assessment tasks shown in the table above.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student evaluation

Feedback

Issues with getting collegial feedback (as required in assessment tasks).

Recommendation

Googledocs will be set up as a means of supporting student feedback.

Feedback from Student evaluation

Feedback

Modelling of assessment design and support deemed valuable.

Recommendation

Maintain system of assessment design and support and update when appropriate.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Evaluate assessment design based on relevant theories, policies and practices
2. Develop authentic assessment tasks appropriate to the learning environment
3. Design assessment tasks that are informed by scholarship and policy
4. Reflect on the influence that assessment and feedback have on student learning.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 0%	•			•
2 - Written Assessment - 0%		•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
2 - Communication			○	
3 - Cognitive, technical and creative skills				
4 - Research	○	○	○	○
5 - Self-management	○	○		
6 - Ethical and Professional Responsibility	○	○		○
7 - Leadership		○		
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 0%	○		○	○	○			
2 - Written Assessment - 0%	○		○	○		○		

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Renette Viljoen Unit Coordinator
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Schedule

Module 1 - Introduction to assessment - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to assessment		

Module 2 - Evaluating assessment - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Evaluating assessment		

Module 3 - Assessment types - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assessment strategies		

Module 4 - Assessment strategies - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Assessment strategies		

Module 5 - Designing quality tasks and rubrics - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Designing quality tasks and rubrics		

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module 6 - Holistic system of assessment support - 26 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Holistic system of assessment support

Assessment 1: Assessment Strategy Evaluation Due: Week 6
 Monday (26 Aug 2019) 11:45 pm AEST

Module 7 - Assessment support tools - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment support tools

Module 8 - Marking and moderation processes - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Marking and moderation processes

Weeks 9-11 - working towards assessment - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment 2: Assessment Strategy Design Due: Week 12
 Monday (7 Oct 2019) 11:45 pm AEST

Assessment Tasks

1 Assessment 1: Assessment Strategy Evaluation

Assessment Type

Written Assessment

Task Description

Task Summary (What is it I am going to do?)

You will write a critical evaluation of the assessment strategy employed in a unit of your choosing. You will present this evaluation as a report, together with recommendations about changes to the assessment strategy.

Relevance (Why am I doing this? How is it relevant to my career/discipline/learning?)

Assessment in tertiary education can be complex with many competing demands. This assessment task will develop your skills and knowledge through the real-world evaluation of the fitness-for-purpose of an assessment task or strategy of your chosen unit.

Related Content: the themes of Broader Overview, Smarter, Assessment Types

Task requirements and instructions (How do I do it?)

Contextual information

1. Select a unit that you currently teach or that you may teach into the future. Describe the unit, its aims, where it sits in the course, and the assessment tasks that make up the unit assessment strategy.
2. Describe the context of the unit (typical student cohort, mode of delivery, etc.).
3. Using the language that is appropriate for your sector (Higher Education or VET), provide an overview of the learning outcomes or learning elements for the competency.

Evaluation

4. Map and evaluate the appropriateness of the assessment for the unit's learning outcomes. Evaluate the extent to which the assessment provides evidence of the application of key knowledge and skills in the unit.
5. Critically evaluate and reflect on the assessment strategy in relation to current assessment practices using the principles of Assessment *for*, *as* and *of* learning.
6. Critically evaluate the suitability of the task for your particular context of delivery.
7. Identify any constraints that influence the assessment design (e.g. external accrediting bodies, policy requirements associated with particular assessment tasks and procedures).
8. Include references to any other feedback about the assessment (other teachers working in the unit, student evaluations (HE teachers should refer to unit evaluation feedback) or personal correspondence, your own observations of student work).

Recommendations

9. Based on your evaluations, make some initial recommendations for an improved approach to assessment, including the redesign of at least one assessment task for the unit. Write a short justification that references your evaluation and demonstrates evidence of scholarly reading.

Your redesigned assessment strategy will include one of the following:

- a) a collaborative group assessment task
- b) an authentic assessment task
- c) a novel assessment task

Collaboration and self-assessment

10. Present evidence of feedback from peers/discipline colleagues and note how it influenced your final submitted work.
11. Self-assess your report against the assessment criteria.
12. Submit your completed assessment criteria and the assessment online using the Assessment 1 submission link in Moodle.

The format of this assessment is MS Word and there are no word limits.

Assessment Due Date

Week 6 Monday (26 Aug 2019) 11:45 pm AEST

Return Date to Students

Week 8 Monday (9 Sept 2019)

Feedback will be uploaded to the Moodle site.

Weighting

Pass/Fail

Minimum mark or grade

Pass. Students must pass both assessment items to pass the unit.

Assessment Criteria

The assessment task is marked according to how well you have met the specific requirements and in accordance with

the assessment criteria outlined below. The criteria are a statement of what you will be able to do after completing the assessment task successfully.

At the end of this task you will be able to:

Critically evaluate current assessment practices with reference to relevant theories and policies

Make appropriate and supported recommendations for improvement of assessment tasks in this context

Utilise feedback to improve assessment strategies

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Please submit your report and the Assessment 1 Criteria sheet with your name, student number and self assessment.

Learning Outcomes Assessed

- Evaluate assessment design based on relevant theories, policies and practices
- Reflect on the influence that assessment and feedback have on student learning.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- Self-management

2 Assessment 2: Assessment Strategy Design

Assessment Type

Written Assessment

Task Description

Task Summary (What is it I am going to do?)

You will use feedback from assessment task 1 to further develop an assessment strategy that facilitates and encourages the learning of your students, based on quality assessment practices in tertiary education and your discipline. This will include the redesigned assessment task/s proposed in AT1 and the design of targeted assessment supports to assist students to complete their assessment tasks.

Relevance (Why am I doing this? How is it relevant to my career/discipline/learning?)

Assessment in tertiary education can be complex, with many competing demands. This assessment task will develop your skills and knowledge through the real-world design of an assessment strategy that is fit-for-purpose, and the scaffolding and supports that assist students to provide evidence of their learning.

Related Content: the themes of Smarter, Formative Assessment, Assessment Supports, Feedback.

Task requirements and Instructions (How do I do it?)

Design of assessment strategy

1. Using the template provided on Moodle, produce a full, unit-profile ready description of the redesigned assessment task/s you proposed in AT1.
2. Design an accompanying marking/assessment rubric for the redesigned task/s that clearly describes the criteria and the standards of achievement.

Rationale of assessment strategy

3. Appraise the task and rubric using the concepts of fitness for purpose, validity and reliability. Draw on the learning outcomes/learning elements (whichever is appropriate) and how the assessment task/s meet these in your discussion.
4. Where appropriate, discuss and apply accommodation as an assessment principle and demonstrate its application in relation to the assessment task/s.

Assessment supports

5. Identify the knowledges and skills that students will need to complete the redesigned assessment task/s.
6. Adopting a holistic approach, design systematic ways to scaffold and support students to develop the knowledges and skills they will need to complete the assessment task/s. Complete the mapping matrix (parts a and b) to outline the details of the scaffolding and support that you will put in place. This will include, but not be limited to, engaging students with ideas of quality (including exemplars), unpacking the marking criteria, unpacking the task, organising assessment resources, providing a range of feedback mechanisms.

Rationale of assessment supports

7. Referring to the literature, critically evaluate and justify your holistic approach to designing assessment supports, with

reference to the particular scaffolding and support strategies you have designed. How have these strategies assisted students to meet the learning outcomes?

Collaboration and self-assessment

8. Present evidence of feedback from peers/discipline colleagues and note how it influenced your final submitted work.

9. Self-assess your work against the assessment criteria.

10. Submit your completed marking criteria and the assessment online using the Assessment 1 submission link in Moodle.

The format of this assessment is MS Word and there are no word limits.

Assessment Due Date

Week 12 Monday (7 Oct 2019) 11:45 pm AEST

Assignments will be uploaded to Moodle.

Return Date to Students

Graded work will be returned before certification of grades

Weighting

Pass/Fail

Minimum mark or grade

Pass. Students must pass both assessment items to pass the unit

Assessment Criteria

The assessment task is marked according to how well you have met the specific requirements and in accordance with the assessment criteria outlined below. The criteria are presented as a statement of what you will be able to do after completing the assessment task successfully.

At the end of this task you will be able to:

Develop an assessment task that is appropriate to the learning context and informed by scholarship and policy.

Employ scholarship to design a range of assessment supports that will assist students to complete assessment tasks.

Utilise feedback as a mechanism for reflection and improvement

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Please submit your report and the Assessment 2 Criteria sheet with your name, student number and self-assessment.

Learning Outcomes Assessed

- Develop authentic assessment tasks appropriate to the learning environment
- Design assessment tasks that are informed by scholarship and policy
- Reflect on the influence that assessment and feedback have on student learning.

Graduate Attributes

- Knowledge
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem